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ABSTRACT

To plan a curriculum for a vocationally based community school in Navajo, New Mexico, the Navajo Department of Education (with assistance from the American Institutes for Research) surveyed the nation for vocational education programs which had been developed or adapted specifically for use with American Indians or Alaska Natives. State directors of vocational education, state education research planning units, regional educational laboratories, relevant journals, and personal referrals identified 109 programs to study. Forty three of the 109 returned completed questionnaires, 34 of which were usable in compiling the catalog. All programs were in operation prior to November 1976 and were designed to teach one or more of the following skill areas: job awareness skills, job planning skills, school performance skills, job getting and maintaining skills, and specific vocational skills. Uniform data presented to describe each program include official title; skill area of emphasis; Indian enrollment, tribe, sex and ages of students; setting; materials, equipment and supplies used; number and qualifications of teachers; costs to students; length; and name and address of a program representative to contact for further information. An analysis of the contributions these programs made in developing the Navajo community school curriculum is reported in Chapter V of "A Study of the Feasibility of Vocational Modules" (the first document in this series). (NEC)

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Catalog of Vocational Education & Related Programs Designed for Instruction of American Indians

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Navajo Division
Of Education
Window Rock, Arizona
And
American Institutes
For Research
Palo Alto, California

RC 011486

CATALOG OF VOCATIONAL EDUCATION AND RELATED

PROGRAMS FOR INSTRUCTION OF AMERICAN INDIANS

This catalog is one of three publications completed by the Navajo Division of Education, with subcontract assistance from the American Institutes for Research (AIR), under provisions of Federal Grant No. G007603818 from the United States Office of Education, Department of Health, Education and Welfare, under Part C of the Vocational Education Act of 1963. The three publications are entitled:

- Catalog of Vocational Education and Related Programs Designed for Instruction of American Indians
- A Study of the Feasibility of Vocational Modules
- A Feasibility Study Planning Manual

June, 1978

The Youth Development Research Group of AIR under the direction of Susan McBain was responsible for the research and writing of this catalog. Points of view or opinions stated do not necessarily represent official Office of Education position or policy.

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INTRODUCTION

Preparation of this catalog began in early 1977. Our purpose was to survey the nation for vocational education programs which had been developed or adapted specifically for use with American Indians or Alaskan Native Americans, in order to help the Navajo Department of Education plan a curriculum for a vocationally based community school in the town of Navajo, New Mexico.

We began by contacting all state directors of vocational education, all research planning units in state departments of education, all regional educational laboratories, and others for identification of such programs. We also searched relevant journals, by computer and by hand, for such programs. Finally, we followed up all possible sources of information identified in NDOE publications or by knowledgeable persons in NDOE or otherwise connected with the Tribe. A list of types of agencies contacted and of journals consulted is found in Appendix A.

From these sources we found a few programs and also located the most likely sources to contact when we began the actual gathering of information on programs. A list of all persons contacted in the second information gathering phase is included as Appendix B.

We sought to gather the same information from each program. Therefore, we asked that each one complete a questionnaire describing particular program aspects. The mailing of the questionnaire took place in June of 1977, with follow-up letters sent out in early July. The questionnaire is found in Appendix C. Before looking through the catalog, the reader should familiarize him/herself with the questionnaire and the terms which are defined within it.

We sent out 109 questionnaires and received 43 responses (39%). Nine of the responding programs are not described in the following pages, either because information on them was insufficient or because they began operating after October 1976. We chose this cut-off date in order to insure that programs described in the catalog have been in operation long enough to provide interested persons with information on the program's operations and effectiveness.

Because of the relatively small number of programs finally identified, we have used only the following three criteria for inclusion of programs in this catalog:

1. The program must have been designed to teach one or more of the following skill areas:

   a. Job awareness skills (for example, knowing about many different jobs, knowing about one's own abilities and interests, knowing job salary levels, etc.)

   b. Job planning skills (for example, deciding what job to seek, planning an appropriate high school program, finding the most effective kind of job training, finding agencies which can help in placement, etc.)

   c. School performance skills (for example, improving communication skills in one or more languages, performing basic math and science skills, studying more effectively, dealing with negative feelings about school, etc.)

   d. Job getting and maintaining skills (for example, looking for appropriate job openings, filling out job applications, participating in job interviews, getting to work regularly, getting along with co-workers, influencing the work environment, etc.)

   e. Job areas (actual vocational skills)

2. The program must have been developed or adapted specifically for use with American Indians or Alaskan Native Americans; and
3. The program must have been in operation since October 1976 or earlier.

Because of the fairly poor response rate of returned questionnaires, we are aware that some potentially relevant programs are not included in this catalog. Programs from Sherman Indian High School, Haskell Indian Junior College, the Institute of American Indian Arts, and the Southwestern Indian Polytechnic Institute, for instance, to name only a few likely possibilities, could probably provide the Navajo Community School with valuable aid. A list of persons who specifically offered assistance in the school's development, whether or not they returned questionnaires, is found in Appendix D. In addition, all school catalogs or other types of information available from schools who did not return a questionnaire are found in the program files accompanying this catalog. The program files also contain all relevant details on programs which returned descriptive material along with a questionnaire, and all returned questionnaires, even if the program was not written up for this catalog. Some of these look very promising.

It should be noted also that a great many Indian Health Service programs could not be included, either because information was insufficient or programs changed too rapidly to describe accurately or both. Readers of this catalog are advised to contact the Indian Health Service Office nearest them for up-to-date

information. The program files contain information on programs which have been offered recently, and a few widely taught programs are described within this catalog.

After program descriptions were prepared, copies were sent to all listed contact persons for their review and approval or corrections.

We are grateful for the response and cooperation of the many contributors to this catalog. We hope NDOE and others find it useful in planning the Navajo Community School.

Title: ABE/GED Program, United Indians of All Tribes Foundation

Skill Areas: Job awareness skills
Job planning skills
School performance skills
Job getting and maintaining skills

Indian Enrollment: In 1976-77, about 35 students of various tribes were enrolled in these programs. Two were ages 15-19; the rest were over 19. Twenty were women.

Setting: Indian cultural/art/education center

Program Description: This program began operating in 1974. While primarily aimed at teaching adult basic education, it also includes elements of career education and consumer education. The student is helped to identify needs and interests; to identify minimum requirements for entering a selected occupation; and to identify resources appropriate to that occupation.

Instructional materials used in the ABE/GED class are in the accompanying program file under "student instructional process," but no specific career education materials are indicated. All materials are individualized, with those appropriate to the students' reading level being selected. Audio visual materials are just beginning to be developed and utilized. One set of materials developed by the Foundation's curriculum developer, called the Native American Adult Readers' Program, consists of readers at three levels plus a teacher's guide, and is based on Indian culture. It is available from the Foundation.

Learning contracts between instructor and learner are the basis of the learner's work. An open entry/open exit approach is used, with each learner taking diagnostic tests upon entry in order to help develop his or her learning contract objectives. Learning is highly individualized with no breakdown into formal classes.

All teachers are certificated and are American Indians or Alaskan Native Americans. Program costs depend on what is available at the learning site and should be explored with the contact persons.

Contact: Joyce Reyes or Lorrelle Nelligan
United Indians of All Tribes Foundation
3604 W. Government Way Extension
Seattle, WA 98199
(206) 285-4425

Title: Agricultural (Farm) Training and Livestock Training, Navajo Agricultural Products Industries

Skill Areas: Job awareness skills
Job areas
1. Stock raising (NOTE: the farm training portion of this program is not in operation as yet.)

Indian Enrollment: In 1976-77, 26 Navajo students were enrolled in this program. Five were female and all were over age 19.

Setting: On-the-job training

Program Description: This program began in October, 1975. Classroom activities are followed by practical experience out in the field. For example, skills in calving, branding, and caring for sick animals are taught as these situations arise at the site.

Instructional materials used include The Sheepman's Manual, The Cowpedia, and slides and videotapes on livestock management, all available from Winrock International Livestock Research and Training Center, Morrilton, Arkansas 72110. Lessons prepared by instructors, such as Dr. Lowell Nygarrd of Fort Collins, Colorado, are also used. The manuals are individualized and modularized. No materials are indicated as being based on stated objectives.

Equipment used includes videotape and slide projectors. Each manager of the Livestock Division of NAPI is responsible for on-the-job training. Teachers, teacher aides (trainers), and counselors are used. Teachers are veterinarians or have at least a master's degree in animal husbandry or related fields, and/or have years of experience in livestock management. Trainers must have a bachelor's degree in animal science or years of experience in livestock raising plus some supervision ability. Counselors must have some experience in livestock management and job counseling.

Annual average cost per student of operating this program is $1,300. The program occupies one year.

Contact:

For program records: Louise Werito, Administrative Assistant
Agricultural and Livestock Training Program
PO Box 86
Farmington, NM 87401
(505) 327-5270

For instructional information: Walt Rowden
Winrock International Livestock Research & Training Center
Morrilton, AR 72110

Title: Anadarko Adult Institute

Skill Areas: Job planning skills
School performance skills
Job Areas
1. Secretarial work

Indian Enrollment: In 1976-77, 105 Indians of 19 different tribes were enrolled in these programs. About 35 were ages 15-19; the rest were over 19; the majority were female.

Setting: Learning laboratory at Adult Institute

Program Description: This program began operation in March 1972. Two evenings a week, classes are offered for 3 hours in English, social studies, natural science, literature, and mathematics for students wishing to pass the GED test. During the day, programs are individualized, with student work assigned on the basis of current levels of achievement. Reading is a primary focus; laboratories in clerical and business subjects are also heavily used. High school students are welcome at the Institute for tutorial help in their school subjects.

Most materials consist of learner-operated audio-visual aides. These are used with test responses to help the student learn basic skills at his or her own rate, without pressure of competition or fear of embarrassment.

Instructional materials are commercially available, mainly from the Singer and Corsett Companies, and are mostly audio-visual. Most are individualized, modularized, and based on written objectives. The Du Kane reader is used with the film, cassette and records made by the Singer Co. Needed equipment includes film projectors, cassette players and record players.

Two teachers are used in the program. They should be certified and able to test students for grade level in order to prescribe work. Two teachers' aides are also used; these should have a high school diploma, clerical skills, and know how to operate equipment. One counselor is needed, who should have experience in working with ethnic groups and ability to help students gain self-confidence. One laboratory coordinator is also utilized, who should have experience as an educational aide and know all learners and their grade levels.

Annual average cost per student of operating this program is $85. The program lasts 16 weeks and occupies 84 total hours.

Contact: Mrs. Elva M. Onco
Anadarko Adult Institute
P.O. Box 769
Anadarko, OK 73005
(405) 247-6673

Title: Arapahoe Adult Education Project

Skill Areas: Job awareness skills
Job planning skills
School performance skills
Job getting and maintaining skills

Indian Enrollment: In 1976-77, 56 Arapahoe, Shoshone, and Sioux Indians were enrolled in this program. 14 were ages 15-19, 42 were over 19, and 31 were females.

Setting: The program took place in two locations: St. Stephens Indian School and a community center

Program Description: This program, which began operating in July, 1976, is basically a GED preparation course, with an open-entry open-exit type of instruction. Its primary goal to this point has been to offer students the opportunity to enter trade schools or colleges that require a GED. Knowledge of a wide scope of vocational fields and prerequisites for entering each are also taught. Planned future programs will include more job orientation skills and a life coping skills program.

Instructional materials used include Cambridge adult education materials and Steck and Vaugh adult education materials. All are individualized. No special equipment or supplies are indicated.

Two teachers, two teacher aides, and one vocational education resource person are needed for this program. Teachers need a degree in education and a Wyoming teacher certificate. Teacher aides need a high school or GED certificate. The resource person needs a background in vocational education with verification by past employers.

No program costs are indicated. The program lasts 9 months at 40 hours per month.

Contact: John P. Smith
Box 217
Ft. Washakie, WY 82514
(307) 332-4462

Title: Career Awareness

Skill Areas: Job awareness skills
Job planning skills
Job areas
1. Homemaking
2. Banking
3. Electronics
4. Small business management
5. Auto repairs and mechanics
6. Janitorial services
7. Architecture
8. Building construction
9. Food processing
10. Farming
11. Stock raising
12. Leathercraft
13. Baking
14. Silversmithing
15. Metal working
16. Welding
17. Weaving
18. Pottery making
19. Medical assisting
20. Nursing
21. Teaching
22. Teacher assisting
23. Dental assisting
24. Cosmetology (beautician work)

Indian Enrollment: In 1976-77, 100 Navajo students age 15-19 were enrolled in this program. 100 students under 15 were also enrolled. 60% of the students were female.

Setting: BIA School

Program Description: This program has been operating since October, 1976. Most of it is based on the Singer Vocational System. Instruction is by videotape equipment. Tasks are "hands-on"; a product is planned in the course of study. Some tapes are available in languages other than English. Career education concepts are also integrated in the curriculum at all levels.

Instructional materials used include the following: The Singer Vocational Evaluation System, available from Singer Vocational Systems, 80 Commerce Drive, Rochester, New York 14623; Project Discovery Kits; and Duso Kits (the last two are also commercially available). A complete list of materials accompanies this catalog in the file for this program.

Some materials are individualized, such as the mini-company and career cards. Some are modularized; these are mostly teacher-developed. Some commercial materials are objectives-based, and objectives have also been written for other units, such as the World of Work (teacher developed).

No special equipment is reported as being used in this program, except the videotape machines mentioned above.

Numbers of staff used were not reported. No special skills are indicated for staff in this program.

Average annual cost per student of using the Singer Vocational Evaluation System is $0.50. Average annual cost per student of supplies only is $4-5.

The program lasts for one school year in the classroom, with two weeks in the laboratory.

Contact: Joe Watts
Wingate High School
Box I
Fort Wingate, NM 87316
(505) 488-5486

Title: Career Education Demonstration Project for American Indian Children

Skill Areas: Job awareness skills
Job planning skills
School performance skills
Job getting and maintaining skills
Job areas
1. Law (Indian Law)
2. Banking (American Indians in Banking)
3. Nursing (Indian Health Service Careers)
4. Doctor (Indian Health Service Careers)
5. Teaching (Indian Education)
6. American Indians in the Church

Indian Enrollment: In 1976-77, 220 students were enrolled in this program, mostly Sioux. 100 were ages 15-19; the remainder were younger. 45 were female.

Setting: High School (boarding school)

Program Description: This program began operating in September of 1976. It consists of materials developed by this project, designed for teachers to integrate into their classrooms with very little preparation. The materials have been developed for use by schools serving American Indian children. Though they have been developed primarily for the mid-west region, most can be used in other regions as well. All career education materials relate to the culture of the American Indian, and address careers both on and off the reservations.

Goals of the materials are to:

1. Demonstrate positive role models of American Indians in various occupations

2. Provide a vehicle for students to become aware of themselves, of others, and of the world around them

3. Relate careers and career education concepts to students

4. Provide students with "hands-on" learning experiences

A complete list of materials developed is in the accompanying program file. Most materials are individualized, modularized, and based on stated objectives. Equipment needed includes a video-tape machine, possibly color, and filmstrip projector.

Teachers, aides, counselors, and administrators are all important to implementing the program.

Materials costs are also listed in the materials list. The program has field tested many materials and obtained students and educator evaluations. Project staff are able to conduct workshops to demonstrate how to integrate materials into the regular classroom.

Contact: Duane H. Mackey
Career Education Demonstration Project for American Indians
School of Education
University of South Dakota
Vermillion, SD 57069
(605) 677-5413

Title: Carpentry Class

Skill Areas: Job awareness skills
Job areas
1. Building construction

Indian Enrollment: In 1976-77, 10 students aged 15-19 from the 10th, 11th and 12th grades were enrolled in this program. All were male and represented the Kiowa, Comanche, and Apache tribes.

Setting: High school

Program Description: This program has been operating since September, 1974. It occupies three hours each day and focuses on the completion of a small house as a year-long class project. Teaching methods used are class discussions, teacher demonstrations both with groups and individuals, problem solving, and individual student participation, with about 80% of activities being "hands-on."

Instructional materials used are the text Modern Carpentry and its workbook, both commercially available. None are individualized, modularized, or based on stated objectives. No special equipment is indicated as needed.

One teacher is needed who has experience, knowledge and skills in the building trades. Annual average cost per student of operating the program is $1,245; annual average cost per student of supplies only is $7,500. The program lasts 9 months and occupies 495 clock hours.

Contact: James M. Sims
Fort Sill Indian School
Lawton, OK 73501
(405) 248-6300

Title: Cheyenne-Eagle Butte School Career Education Program

SkillAreas: Job awareness skills
Job planning skills
School performance skills
Job getting and maintaining skills
Job areas
1. Metal working
2. Welding
3. Secretarial work
4. Macrame'
5. Yarn crafts
6. Plaster casting
7. Woodworking
8. Ceramics
9. Small business management

Indian Enrollment: In 1976-77, 28 Cheyenne River Sioux were enrolled in this program. All were ages 15-19; 15 were female.

Setting: BIA High School

Program Description: This program began operation in October of 1976. It begins with an introduction to 15 occupational clusters, applying for and holding jobs, and skills and education required in different jobs. Then a unit in the organization, operation, and management of a small business is used to help students learn business concepts, which in turn helps them set up a "factory" and store at the school. The products students make in their vocational classes are sold in the school store. In this manner students learn not only vocational skills but human relations skills, good work habits, and teamwork skills.

Extensive audiovisual materials are used in the beginning portion of the course, all commercially available. No special equipment is indicated. All materials are usable on an individualized and modularized basis.

One teacher is required for this program; however, nine other teachers were used as resource persons to explore the occupations which their courses dealt with. The teacher needs a B.S. in Vocational Education, certification in a vocational area, plus at least 2 years' work experience, preferably in management. Resource teachers or other resource persons need teaching skills, knowledge in the craft or item to be produced or explored, and ability to work with youth.

Overall program costs are unavailable; annual average cost per student of supplies only is $5.22. The program lasts 1 1/2 semesters and occupies about 1 hour per day or 135 hours.

Program implementers feel that this program is especially good for students low in academic skills, and could be used anywhere that school shops or private facilities and resource persons are available. An evaluation report is included in the program file.

Contact: Dr. Gordon E. Ferguson
Cheyenne-Eagle Butte School
PO Box 130
Eagle Butte, SD 57625
(605)964-3855

Title: Cheyenne-Eagle Butte School Cooperative Vocational Education--Business and Office Education Program

Skill Areas: Job areas
1. Small business management
2. Accounting
3. Bookkeeping
4. Secretarial work

Indian Enrollment: BIA High School and on-the-job training

Program Description: This program began in August 1976. Courses include bookkeeping, record keeping, typing, shorthand, and office practice/advanced typing. Students spend 2 hours per day in the classroom learning how to operate office equipment and follow office procedures. If possible, students are then placed in positions in the community, supervised by both the instructor and one person at the job site.

Instructional materials include curriculum manuals from the Oklahoma State Department of Vocational Education; Office Simulation Packets from the Southwestern Publishing Company; Rowe Office Simulation Packets; and teacher prepared material. The Office Simulation Packets are individualized; curriculum manuals are based on written objectives. Equipment needed in the program includes cassette tapes, stenorette equipment, and dictaphones.

One teacher and one teacher's aide are used in this program. The teacher must be certified in business and office occupations and have office experience. The aide needs at least one year of office college and some office experience.

Average annual cost per student of operating the program is $488; average annual cost per student of supplies only is about $89. The program lasts 2 semesters and occupies 10 hours per week.

Contact: Dr. Gordon E. Ferguson
Cheyenne-Eagle Butte School
Box 130
Eagle Butte, SD 57625
(605) 964-3855

Title: Cheyenne-Eagle Butte School Program in Vocational Agriculture and Agribusiness

Skill areas: Job awareness skills
Job planning skills
School performance skills
Job getting and maintaining skills
Job areas
1. Law (farm)
2. Banking (farm credit)
3. Small business management
4. Selling
5. Auto repairs -- mechanics (tractors)
6. Building construction
7. Farming
8. Stock raising
9. Small engine maintenance
10. Electric wiring
11. Metal working
12. Welding
13. Bookkeeping
14. Rural water and sewage system operation
15. Hydraulics in farm equipment
16. Agricultural mechanics
17. Surveying
18. Pesticide spraying

Indian Enrollment: In 1976-77, 39 Cheyenne River Sioux were enrolled in this program. 25 were ages 15-19, the rest being under 15. Eight were female.

Setting: BIA High School plus on-the-job training in farming activities at the student's own home or in other businesses

Program Description: This program was mandated by Title IV of ESEA, which funded materials to build the building, and the program began operation in 1974. After some reluctance, the local school board declared itself in favor of continuing the program. Evaluation reports are available and are in the accompanying program file.

The classes typically consist of an introduction to principles and methods preceding actual hands-on experience on field trips, in shops, at work stations, etc. Once basic proficiency is attained, students perform tasks under supervision, and later independently. About 50% of class time is hands-on work.

Instructional materials used include textbooks on animal science, soils, agricultural mechanics, and shop work on the farm, from South Dakota State University and commercial publishers; USDA local Extension Service bulletins; filmstrips and other audiovisual items made by the Extension Service, commercial publishers, and instructors; and instructor made lesson guides. All can be used on an individualized basis and are modularized and based on written objectives. No special equipment not ordinarily used in similar programs is noted; however, students did receive an unusual experience in that they helped build the vocational agriculture buildings which they now use.

One teacher and one teacher's aide are used in this program. The teacher needs skills in teaching, counseling, communications, public relations, and wide ranging agricultural knowledge; a Vocational Agriculture Certificate is needed to be hired. The teacher's aide needs broad agricultural skills and the ability to get along with people and communicate effectively. Ideally, a counselor should be employed who is skilled at helping students bridge the gap between school and work. Parent and employer cooperation in providing on-the-job situations and help are also needed.

Many students in this program have academic and personal difficulties. As much as possible the program is adapted to each student's situation; for example, students who have trouble reading are helped in these skills and are tested orally on occasion, and students with poor self-images are helped to see themselves more positively.

Annual average cost per student of operating this program is $500, not counting start-up costs. Annual average cost per student of supplies only is $25. The program can be elected by students for from 1 to 4 years and occupies 170 hours per year school plus 600 in on-the-job training on the average.

Contact: Dr. Gordon E. Ferguson
Cheyenne-Eagle Butte School
Box 130
Eagle Butte, SD 57625
(605) 964-3855

Title: Cheyenne-Eagle Butte School Vocational Building Trades Program

Skill Areas: Job Areas
1. Architecture
2. Building construction
3. Metal working
4. Welding

Indian Enrollment: In 1976-77, 5 Cheyenne River Sioux ages 15-19 were enrolled in this program. All were male.

Setting: BIA High School

Program Description: This program began operation in September 1976. Very little bookwork was included; instead, the students helped build and finish the Vocational Agriculture shop at this school described in an earlier program. They also constructed equipment within the building. Construction of the building included surveying the site, preparing it and pouring footings, flooring, constructing a steel frame, laying block, and installing dry walls, plywood, and windows and doors.

Instructional materials used included curriculum guides from the Oklahoma State Department of Vocational Education and manufacturer's assembly instructions for building components. The assembly instructions are modularized and the curriculum guides are based on written objectives. No special equipment other than that used in similar programs is used; however, stress in the course is on types of construction which might be used in rural settings. One teacher is needed in the class, plus 1 teacher's aide if students number over 8. Teachers need basic construction skills learned in 2 or more years field experience, a B.S. in industrial education and state certification in industrial education. Teachers' aides should have similar experience levels if possible, ability to relate to youth, and leadership skills.

Average annual cost per student of operating this program is $2,380; cost per student of supplies only this past year is about $560. The program occupies 2 semester at 2 hours per school day to total 360 hours.

Program implementers feel this program not only increased student knowledge and skills but also improved their attitudes, self-images, and respect for work and property.

Contact: Dr. Gordon E. Ferguson
Cheyenne-Eagle Butte School
Box 130
Eagle Butte, SD 57625
(605) 964-3855

Title: Cheyenne-Eagle Butte School Cooperative Vocational Education-Distributive Education Program

Skill Areas: Job areas
1. Selling
2. Accounting
3. Cashiering
4. Bookkeeping
5. Secretarial work

Indian Enrollment: In 1976-77, 2 Cheyenne River Sioux were enrolled in this program. Both were aged 15-19.

Setting: BIA High School plus on-the-job training

Program Description: This program began in fall of 1976. Three courses are taught: advanced typing and two levels of distributive education. The typing class applies typing skills to preparation of letters, reports, and business forms. In the first DE level, students learn various aspects of selling and marketing in a classroom format. The second level DE course requires that students hold a job in a distributive occupation 10 hours a week while enrolled in a 1 hour a day class 5 days a week. Class topics include getting and keeping a job, merchandising, working with people, cashiering, selling practice, display practice, advertising preparation, store organization, dealing with shoplifting, economics of a free enterprise, and government influence on the market.

Instructional materials used include curriculum guides from the Oklahoma State Department of Vocational Education and books and workbooks from the Southwestern Publishing Company. The curriculum guides can be individualized; office simulation packets are modularized. No special supplies or equipment are indicated.

The program requires two teachers with DE certificates plus 2 years' sales experience. Teachers' aides should have at least one year of college.

Average annual cost per student of operating this program is $488; average annual cost per student of supplies only is about $89. The program lasts two semesters and occupies 20 hours a week.

Contact: Dr. Gordon E. Ferguson
Cheyenne-Eagle Butte School
Box 130
Eagle Butte, SD 57625
(605) 964-3855

Title: Cheyenne-Eagle Butte School Woodworking Program

Skill Areas: Job areas
1. Architecture
2. Building construction
3. Furniture construction

Indian Enrollment: In 1976-77, 71 Cheyenne River Sioux enrolled in this program. All were ages 15-19; 4 were female.

Setting: BIA High School

Program Description: This program began operation in August 1976. Most of it is taught through hands-on work in individual projects including drafting and blueprint reading, floor and wall framing, ceiling and roof framing, door and window framing and other building skills. Furniture construction, design and finishing and the safe handling of power tools are also taught.

Instructional materials used are Modern Woodworking and Exploring Woodworking, both commercially available, based on written objectives. No special equipment is indicated.

One teacher is required for this program. A bachelor's degree in industrial arts and a secondary teaching certificate are required, and employment in a construction field is helpful.

Program costs are unavailable. The program lasts 4 to 5 semesters and occupies 150 hours of instruction annually.

An evaluation report is included in the program file.

Contact: Dr. Gordon E. Ferguson
Cheyenne-Eagle Butte School
Box 130
Eagle Butte, SD 57625
(605) 964-3855

Title: Choices and Careers: Free to Choose (A Career Development Project for Tribal Girls)

Skill Areas: Job awareness skills
Job planning skills
School performance skills
Job getting and maintaining skills

Indian Enrollment: In 1976-77, 57 students ages 15-19 were enrolled in this program representing various tribes. All were female.

Setting: High schools and reservation community centers

Program Description: This program began operation in October, 1975. It consists of 16 units for girls and 6 units for adult women. The units for girls are:

1. Growing Up
2. Decision Making
3. Educational Opportunities
4. Exploring Careers
5. Career Opportunities
6. Traditional Roles
7. Famous Indian Women
8. Growing Up to Be a Woman
9. The Outside You
10. Marriage -- Expectations or Reality
11. Just for You
12. Your Money
13. Food and You
14. Alcoholism
15. Coping with Parents
16. Life Span Planning

The units for adult women are:

1. Women Today and Tomorrow
2. Parenting Daughters
3. About Careers
4. Being an Indian Woman
5. Being a Special Person
6. Ideas for Planning

Over 300 Wisconsin tribal women attended a conference, Tribal Woman: Yesterday, Today and Tomorrow in 1973. Following those conferences, planning groups identified the need for a career development program for tribal girls.

Members of local communities were employed as group leaders. The group leaders participated in two to four days of training at a central location. Most group leaders meet with girls once or twice a week in their communities. At two locations the program was part of the public school program; at one site it was part of a summer school program. The units for girls include a Fact Sheet, which is an introduction to the unit, and a Leader's Guide, which includes background information, objectives, and learning experiences. Also included are booklets for each age group of girls. The booklets include background information and activities.

Activities in the units include slides, group discussions and exercises, projects, field trips, and guest speakers. Equipment needed is mainly limited to film and slide projectors.

Leaders are community people aged 19 to 40 with educational levels from high school dropouts to college graduates. Needed skills are ability to teach, enthusiasm for the program, and ability to motivate young women.

Materials are modularized and based on stated objectives. They are not individualized in current form. Total cost is $53.50; exact price list for each unit is in the program file.

Regular evaluations have been done on this program and are available from the contact person.

Contact: Cathaleen Finley
Cooperative Extension Programs
University of Wisconsin -- Extension
432 North Lake Street
Madison, WI 53706
(608) 263-2771

Title: Columbia Junior College Program in Mountain Oriented Occupations

Skill Areas: Job areas
1. Forest technology
2. Fire science
3. Heavy equipment

Indian Enrollment: In 1976-77, approximately 35 Indians of the MiWok, Yosemite, and Mono tribes were enrolled in this program. All were over 19.

Setting: Junior college

Program Description: This program began in 1970 with funding available under the Vocational Education Amendments of 1968. The college's aim was to open access to its programs to Indian learners and the program was specifically developed for Indians; however, recently all students wishing to take the program have been taught together in a successful interaction of Indian and non-Indian learners.

The forest technology curriculum focuses on forest management, forest recreation, and forest engineering. Job titles, job tasks, and employment opportunities are explored, along with silviculture, campground care and policing, surveying and road location, and detection and control of insects and pathogens. Uses of compasses and topographic maps are taught; operations at fish hatcheries and sawmills are observed; and filling out of state employment applications is taught.

The fire science program focuses on the tasks and performance requirements of firefighting jobs including saving lives and effecting rescues in non-fire emergencies, operating firefighting equipment and handling firefighting tools and apparatus, administering first aid, preserving evidence of fires, and performing noncombatant duties such as maintenance. Specific job skills, conduct expected of firefighting personnel, good job relations, and physical fitness are also considered.

The heavy equipment maintenance course concentrates on the entrance requirements, job description, working conditions, required conduct, job skills, and job relations needed for a heavy equipment mechanic dealing with tractors, cranes, bulldozers, and similar equipment. Use and care of tools and equipment, basics of hydraulics and lubricants, diesel engines, service manuals and work orders, and measuring equipment are covered in course materials.

Complete materials and equipment needed and detailed lesson plans are described on pp. 59-181 of the book Indian Education and Training Opportunities in the accompanying program file. Instruction is largely "hands-on," with demonstrations, lectures, films and field trips being utilized more than written materials.

One teacher is required for each of these programs, with certification and experience in the field. Each course lasts for one nine-week quarter and occupies 3 hours per week. Program costs were not available. An evaluation report on these programs is part of Indian Education and Training Opportunities, in the accompanying program file.

Contact: Barbara Painter
Columbia Junior College
P.O. Box 1849
Columbia, CA 95310
(209) 532-3141

Title: Community Health Medic

Skill Areas: Job areas
1. Physician assistant

Indian Enrollment: In 1976-77, 17 students of various tribes (including Navajo) were enrolled in this program. All were over 19; 9 were female.

Setting: PHS Indian Hospital

Program Characteristics: This program, which began in August 1971, consists of three phases. Phase I lasts three months and concentrates on a "core curriculum" emphasizing human anatomy and physiology, growth and development, emergency medical care, medical history taking, and physical examination. The following 9 months (Phase II) are spent rotating in specialty services where medical data gathering and outpatient skills are emphasized, in addition to classroom training in pathology and disease plus service in an emergency room. Phase III lasts one year and consists of a clinical preceptorship working under the immediate supervision of an experienced physician.

Materials used include a variety of medical education textbooks. Human anatomy materials are both individualized and modularized. Most courses are based on stated objectives. Equipment and supplies are those ordinarily used in such programs.

Five teachers are needed in the program. These must be either physicians holding the M.D. degree or graduate physicians assistants with at least 3 years experience.

The annual average cost per student of operating this program is $14,000; average annual cost per student of supplies only is $300. The program lasts two years at 40 hours per week, and results in an Associate degree and 72 hours of academic credit from the University of New Mexico.

Contact: Vince Pourier
USPHS Indian Hospital
PO Drawer L
Gallup, NM 87301
(505) 863-6620

Title: Community Health Representative and Related Courses

Skill Areas: Job areas
1. Community health representative

Indian Enrollment: In 1976-77, approximately 1,000 students were enrolled in these courses, all but a few being Indians of various tribes. Only about 20 were ages 15-19. 75-80% were female.

Setting: Tribal community health program

Program Characteristics: This program began in 1968. It is designed to help tribal health workers to understand the potentials of their role in improving health services in Indian communities; to teach basic concepts of health and disease; and to help develop skills in home care, communications, and community development. In addition to the introductory course, other courses offered are: rehabilitation and home health care; environmental health concepts and practice; introduction to human services; nutrition awareness; and maternal and child health. Some of these courses are also open to persons other than tribal health workers. All are scheduled at the Desert Willow Training Center (Tucson, AZ); Black Hills Training Center (Rapid City, SD); Talihina Training Center (Talihina, OK): and other locations as needed.

The basic CHR course covers the following topics: communication skills; physical health; nutrition; maternal and child health; dental health; mental health; environmental health; community development; and selected health activities, including first aid and defensive driving. Lecture/discussion, small group work, laboratories, and field trips are used, with a minimum of formal lecturing.

Instructional materials are extensive and are listed in full along with publishers in the accompanying program file. Principal texts are the Merriam Webster Dictionary, Take Care of Yourself, The New American Medical Dictionary and Health Manual, Standard First Aid and Personal Safety, and the Student Workbook and Defensive Driver's Manual. None are indicated as being individualized, modularized, or based on written objectives, though the course as a whole is objectives-based.

Equipment and supplies used include movie and slide projectors, cassette tape player, flip charts, bandages, splints, blankets and a litter, sphygmomanometers and stethoscopes, and anatomical models and charts.

Details of other courses are described in the program file.

10-15 full-time and twice as many part-time teachers are required in the program. Skills and hiring requirements are based on education, experience, and other pertinent federal government regulations.

The basic CHR course lasts 15 days and occupies 88.5 hours. Most other courses last approximately 10 days. Costs vary considerably depending on the course and setting.

Contact: Dr. Phyllis Edwards
Desert Willow Training Center
P.O. Box 11650
Tucson, AZ 85734
(602) 792-6453

Title: Indian Adult Learning Center

Skill Areas: Job awareness skills
Job planning skills
Job getting and maintaining skills

Indian Enrollment: In the most recent 3-day sessions of this program, 40 students of various tribes were enrolled. Ten were ages 15-19; 24 were female.

Setting: Individualized Learning Center for adults

Program Description: This program began operating in March, 1972. It attempts to teach Indian learners skills in consumer economics, personal financial management, career awareness, career planning, and resume, job application, and interview procedures. The methods of instruction used are lectures and small group role playing sessions, which are videotaped to give the students feedback. Speakers on various career fields are also brought in.

Instructional materials used are a CETA program on Job Readiness, available from North Texas State University in Denton, Texas, and the Singer Vocational Evaluation System. Films and cassettes on various careers are also used. Instructional equipment needed includes a movie projector, a Sony television with cassette cartridges, and videotape and playback equipment. Some of these materials are individualized, modularized, and based on written objectives.

One teacher is used in this program, who must be certificated and able to instruct on budgeting, consumerism, and banking, as well as plan the overall program. Two teachers' aides are used who must be able to type, copy work, and compute data. Two counselors are also used to plan presentations, arrange for speakers, and deal with students. Career resource people must be knowledgeable and informative speakers concerning their careers. In the most recent program, nine speakers and the teacher covered the career areas of law, banking, auto repair, building construction, forestry work, restaurant staffing, medical assisting, nursing, teaching, teacher assisting, cosmetology, and secretarial work.

The program lasts 3 days at 7.5 hours per day. Average cost per student is $67; average cost per student of supplies only is $15. It should be noted that these figures are based on the borrowing of a good deal of equipment and on no charges for some speaker time.

Evaluation information on the program is available from Mark Wahandooah, Comanche Tribal CETA Office, Ft. Sill Indian School, Lawton, OK 73501.

Contact: Ms. Audrey Carter
Indian Adult Learning Center
1006 "D" Avenue
Lawton, OK 73501
(405) 357-1550

Title: Indian Health Service Nutrition and Dietetics Training Programs

Skill Areas: Job awareness skills
Job planning skills
Job areas
1. Nutrition for allied health workers (tribal and Indian health)
2. Food service supervision and food production for IHS Hospital employees

Indian Enrollment: In 1976-77, approximately 100 Indians of many tribes were enrolled in these programs. No data on age or sex of enrollees was available.

Setting: Indian Health training centers and selected sites; on-the-job training at IHS Hospitals and at the Santa Fe Food Service Training Center.

Program Description: The Food Service Program for IHS Hospital employees was established in 1968. The Nutrition Program was established in 1971 as a one-year course for nutrition technicians employed by Indian Health. In 1975 the technician program changed in nature to offer 2-3 week courses for tribal employees. Future goals include plans for two year technician courses.

Courses are designed for IHS hospital employees and tribal workers in nutrition programs. Class size is 8-15 people in order to provide activities and individual experiences. Courses are specifically designed for Indians and geared to individual environments.

A variety of instructional materials is used; the list provided for one course is in the accompanying program file. The Family Guide to Better Food and Better Health by Deutsch, available through Bantam Books, is one major text used for Nutrition. The materials for classroom use are individualized, modularized, and based on stated objectives. Staff materials and activities are developed for each course.

Both programs require two instructors. Position qualifications are a Master's degree in public health nutrition, B.S. in Dietetics, and Registered Dietition (RD) with the American Dietetic Association.

Program costs are not available. Nutrition courses are two weeks in duration, approximately 57 class hours. Food service courses, held in Sant Fe, are two weeks to four months in class hours and continue in variable duration with on-the-job training.

Contact: M.E. Ferrell
Chief, Nutrition & Dietetics Training
Indian Health Service, Desert Willow Training Center
P.O. Box 11650
Tucson, AZ 85734

Title: Industrial Arts: Vocational Education

Skill Areas: Job awareness skills
Job areas
1. Building construction

Indian Enrollment: In 1976-77, 42 Navajo students age 14-16 in grades 7 and 8 were enrolled in this program. No female students were reported.

Setting: Junior high school

Program Description: This program, which began operation in September, 1975, is divided into two phases. In the first phase, students spend one hour daily with a teacher and aide in the vocational education program, which includes basic measurement, simple drafting, construction planning, basic woodworking, and safety education pertaining to these areas. Students select a project plan, get approval from the instructors, make a scale drawing of the project, make a cost list, begin and complete projects under the direction of the instructors. They may sell projects or keep them for themselves, but the cost of the materials for either is put into an account for replacement of materials.

The second phase of the program is the Singer Vocational Evaluation System in which 8-10 students participate on Tuesday and Thursday nights on a rotation basis. These students utilize stations on a 2-3 hour schedule in a "hands-on" situation. The vocational aide evaluates the students on their interest, finished product, time element, etc. During this phase, vocational areas such as cooking and baking, medical services, small engine repair, electrical wiring, etc. may be taught; the program does not focus on one area, but helps a student evaluate his interest in several areas.

Instructional materials used include the following: Exploring the Construction Industry, published by McKnight Publishing Co. This book has a 9th-10th grade reading level which is felt to be slightly too high for this group. No materials are individualized or modularized, but written objectives for thi program have been written by local teachers.

Equipment used includes basic woodshop materials and equipment. No special equipment is indicated. Staff consists of one teacher, who must have a major in industrial arts from an accredited college, and a teacher aide, who must have a high school education and background in the area and be able to work with junior high students.

Annual average cost per student of operating the program is $250-300. Annual average cost per student of supplies only is $119.

The program lasts for one school year and occupies one hour each day plus some evening hours during the second phase.

Contact: Charles C. Spell
Dzilth-Na-O-Dith-Hle School
East Highway 44
Bloomfield, NM 87413
(505) 327-2929

Title: Intermountain Intertribal High School Programs

Skill Areas: Job awareness skills
Job planning skills
School performance skills
Job getting and maintaining skills
Job areas
1. Homemaking
2. Selling
3. Auto repairs and mechanics
4. Accounting
5. Building construction
6. Food processing
7. Leathercraft
8. Baking
9. Metal working
10. Welding
11. Weaving
12. Pottery making
13. Nursing
14. Cosmetology (beautician work)
15. Secretarial work
16. Power sawing
17. Dress making (fashion design and merchandizing)
18. Electricity
19. Machine shop
20. Auto painting and body repair
21. Commercial art
22. Instructional Media
24. Child care
24. Nurse aide training
25. Small engine repair

Indian Enrollment: In 1976-77, 800 students of 75 different tribes were enrolled at Intermountain School. All were aged 15-19; 60% were female.

Setting: Vocational High School (BIA)

Program Description: These programs began operating in 1968, and constitute a complete vocational training and guidance program in a live-in setting. Intermountain School is a high school-vocational school combination with a post-high school option, which allows credit for other experience or training and provides GED and off-campus courses. Students must have one-fourth or more Indian ancestry and be enrolled on tribal rolls. The number of programs is large, but general characteristics are: remedial programs in all subjects; use of overall performance criteria for graduation; extensive testing and evaluation of students; work experience; "live" projects in shops; some on-the-job training when available; individualized instruction where practical; and a large variety of courses and guidance methods.

Essential instructional materials include trade text books and teacher-made individualized modules. No listing is provided, but math, reading, English, and special texts are selected by teachers from generally available published materials. Some reading and math materials are individualized; some reading, math, and science materials are modularized. Materials and supplies relevant to Indian culture and certain remedial materials are staff-developed. No special equipment is required.

Staff members number 56 teachers, 5 teacher aides, and 10 counselors. Teachers must be state certified, with 18 semester hours in education and 24 in the subject matter taught. They must also be part or full Indian, have worked with Indians, and be from a rural background in order to work well with the students. Teacher aides must have at least a high school diploma, be Indian, energetic, and able to type. Willingness to travel is needed for both teacher and teacher aide. Counselors must have 24 semester hours in education and 12 in guidance, be Indian, and be well-trained as counselors. Teacher and counselor positions require at least some experience in a skilled trade as well as in a school setting.

Attendance in a full program lasts 6 to 8 semesters. Average annual cost per student of operating the program is $4,300.

Contact: N. O. Zollinger
Intermountain Intertribal High School
Brigham City, UT 84302
(801) 723-8591

Title: Medical Laboratory Technician Program

Skill Areas: School performance skills
Job areas
1. Medical technology

Indian Enrollment: In 1976-77, 11 students were enrolled in this program, representing the Navajo, Hopi, Sioux, Crow and Papago tribes. All were over 19. 8 were female.

Setting: Navajo Community College and Gallup Indian Medical Center

Program Description: This program began in 1968 as the School for Certified Laboratory Assistants. In 1975 it was decided to upgrade it to a 2-year Associate Degree program in Medical Laboratory Technology.

The first year at Navajo Community College is devoted to general education courses and science foundations. The second year, during which training is primarily at the medical center, consists of 6 months of didactic training and 6 months of practical training in medical laboratory technology. The program prepares students to take the national registry examination for medical laboratory technicians.

Instructional materials used in this program include: Clinical Laboratory Methods by John Bauer, M.D., available from C.V. Mosby Co., St. Louis; Chemistry for Medical Technologists, by Wilma Winte et al, third edition, available from the same company; Review of Medical Microbiology by Ernest Jawetze, M.D., et al, eleventh edition, available from Lange Medical Publications; Diagnostic Microbiology by Bailey and Scott, fourth edition, available from C.V. Mosby; Listen, Look, and Learn Audio Visual Series, available from the National Committee for Careers in Medical Laboratory Technology of the American Society for Clinical Pathology and College of American Pathologists; Parasitology, available from Mt. Sinai Hospital, Chicago, Illinois; Hematology, available from the American Society for Medical Technology; and Basic Laboratory Techniques for the Medical Laboratory Technician, text and workbook, by Linne and Ringsrud, available from McGraw-Hill. Listen, Look, and Learn is individualized; some materials are also based on objectives. Basic Laboratory Techniques is modularized.

Much special equipment is needed for this program, but it does not differ from that ordinarily used in similar programs.

Three instructors are utilized in this program. Instructors must be either registered Medical Technologists, have a specialty such as microbiology, or hold a master's degree in a specialized field. B.S. degree is a minimum for hiring. Counseling services are provided through the college.

The annual average cost per student of operating this program is $2550. The annual average cost per student of supplies only is $500. The program spans 21 months.

Contact: Ms. Kay Blosser
Navajo Community College
Tsaile, AZ 86556
(602) 724-3311 ext. 151

Title: Mt. Edgecumbe Technical and Practical Arts, Business Education, Career Education, and Work Study Programs

Skill Areas: Job awareness skills
Job planning skills
Job getting and maintaining skills
Job areas
1. Law
2. Homemaking
3. Banking
4. Electronics
5. Small business management
6. Selling
7. Auto repairs and mechanics
8. Janitorial services
9. Accounting
10. Building construction
11. Food processing
12. Forestry work
13. Cashiering
14. Baking
15. Metal working
16. Welding
17. Medical assisting
18. Nursing
19. Teacher assisting
20. Bookkeeping
21. Secretarial work
22. Postal work
23. Personnel work
24. Library work
25. Recreation work
26. Transportation
27. Native corporation
28. Service Station

Indian Enrollment: In 1976-77, 300 students were enrolled in these programs. One-third were American Indians and the rest Alaskan Native Americans, all of various tribes. Almost all were aged 15-19. Number of females was not indicated.

Setting: High school and on-the-job training

Program Description: Mt. Edgecumbe High School teaches a great variety of vocational courses in addition to a complete 4-year high school curriculum. In these courses at least 50% of the learning experiences are "hands-on" and most are either individualized or modularized.

An emphasis on on-the-job training is carried out through use of the school's facilities which include a radio station, newspaper publishing office, and school store. These tie directly into the work-study program, which employs around 40 students each year, 14 of them at the school.

Career education is taught in a nine-week course for sophomores through seniors. This covers the first four areas mentioned in Skill Areas above. The course is based on stated objectives, as are most course materials. All course materials may be individualized and modularized. In the last week or two the student is placed in an "occupational internship" in an area of his or her interest if possible.

Instructional materials include: Career Development Planning Notebook from Science Research Associates; Job Family Series, also from SRA; Job Survival Skills and Exploring Careers, both from Singer Educational Division; Alternatives to College by Hecht and Traub from MacMillan Publishing; Widening Occupational Roles, the Kuder Preference Survey, and Keys Career Exploration from SRA; Volumes I and II from the Dictionary of Occupational Titles; the U.S. Government's Occupational Outlook Handbook; and the Popeye Career Series from King Features. Special equipment in the career education program includes much audiovisual equipment, adapted so it is usable by students.

Teachers and counselors, in addition to state certification, need a knowledge of the world of work, administrative experience, and experience with Native Americans. A secretary with typing-office skills is also needed.

The career education program lasts one quarter and occupies 45 hours. The work-study program lasts one year and occupies 300 hours. No figures on program costs were available.

Contact: Lawrence B. Welch
Mt. Edgecumbe School
Mt. Edgecumbe, AK 99835
(907) 966-2203

Title: MVHS Occupational Training Programs

Skill Areas: Job awareness skills
Job planning skills
School performance skills
Job getting and maintaining skills
Job areas
1. Bookkeeping
2. Secretarial
3. Small business management
4. Auto repairs and mechanics
5. Welding

Indian Enrollment: In 1976-77, 26 Navajo and Hopi students were enrolled in the auto mechanics program; 29 were ages 15-19, one was over 19, and all were male. 36 Navajo and Hopi students were enrolled in the vocational business education program; all were ages 15-19 and number of females was not indicated.

Setting: High School

Program Description: The auto mechanics program began in September 1973 and the vocational business program in 1970.

In the auto mechanics program (in which small business management and welding are also taught) 70% of the time is used for laboratory where students can apply knowledge of materials, learn good work attitudes, and increase manual skills. The other 30% is used for teaching basic concepts and terminology. This program is taught primarily in English because the Navajo language has no equivalent terminology. Materials used include The Auto Book and Auto Mechanics, both by W. Crouse and available from McKnight and McKnight; The Automotive Encyclopedia published by McGraw Hill Book Company; Ford and GMC shop manuals from those automotive companies; and visual aids from General Motors and made by the instructor. None of these are individualized, modularized, or based on written objectives. Some materials are available free from Ford and GMC and no special equipment or supplies other than those usually used in an auto mechanics program are indicated.

Two teachers and one counselor are required in the program. Teachers need a basic certificate in industrial education and work experience in auto mechanics. Average annual cost per student of operating the program is $850, including capital outlay; average annual cost per student of supplies only is $90. The program lasts two semesters and occupies 360 hours.

The vocational business education program has two parts: Vocational Office Procedures and Clerical Office Procedures. In Vocational Office Procedures (in which advanced typing, PBX operation, accounting machine operation and electronic calculator operation are taught), classes are taught as groups, with related material such as filing, legal typing, and duplication set up on an individualized basis. In the first semester of Clerical Office Procedures, class occupies a two-hour block and is set up on a rotation basis, with students working at their own pace on individual projects. During the second semester, students work in on-the-job training booklets and office simulation; also taught

are human relations, job applications, grammar, and communication.

Materials used include Twentieth Century Typewriting, Electronic and Mechanical Calculator, Office Typewriting Practice Set, and Office Filing Procedures, all available from Southwestern Publishing Company; On-the-Job Training Program in Office Work and Lester-Hill Office Simulation by the Gregg Publishing Company; and Introduction to Data Processing, also from Southwestern Publishing Company. All but Twentieth Century Typewriting are individualized; all but the Office Simulation are based on written objectives; none are modularized.

Equipment used includes Burroughs accounting machines and a PBX switchboard. Office Procedures students use the accounting machines to keep the high school activity accounts. The program requires one teacher who should have knowledge of the world of work and skill in the subject matter taught. Hiring requirements are vocational certification and on-the-job experience. The average annual cost per student of operating the program is $120; average annual cost per student of supplies only is $40. Vocational Office Procedures occupies 1 hour per day for 1 school year; Clerical Office Procedures occupies 2 hours per day for 1 school year.

Contact: Jim Lytle, Vocational Coordinator
MVHS, Kayenta School District #27
Box 3370
Kayenta, AZ 86033
(602)697-3251, ext. 59

Title: Native American Career Education Units -- Far West Laboratory for Educational Research and Development

Skill Areas: Job awareness skills
Job planning skills

Indian Enrollment: In 1976-77, several field test schools were using these units. In one typical district, 40 junior high and 50 high school students of the Paiute tribe used different levels of the units. Half were female; the high school students were ages 15-19.

Setting: Junior high schools, high schools and combined schools

Program Description: This program developed by the Far West Laboratory during a 3-year project for the U.S. Office of Education, with extensive input from American Indians. It was field tested and evaluated at 8 schools in California, Arizona, Nevada, and South Dakota in the fall of 1975. Since then, several schools have continued the curriculum; however, the units were not made publicly available until summer and fall of 1977. Project Director was Donald A. McCabe, now president at Navajo Community College.

The program is planned to let the learner act as planner, decision-maker, and self evaluator as far as possible, to increase motivation for learning by allowing the learner to pursue genuine interests and concerns, and to increase learner self-reliance and initiative. Staff act primarily as learning coordinators, helping students to solve real problems from everyday life rather than merely classroom puzzles. Content domains are: knowledge and mastery of self; social development; and avocational (leisure) development.

The program is designed to be implemented at these levels: in the seventh grade, the Awareness level; in the eighth grade, the Orientation level; and in the ninth grade, the Exploration level. The program's twelve units are divided into the levels as follows:

Awareness level units:
- Cooperation
- Part of the Whole World
- From Idea to Product
- The Community
- The Community in Transition

Orientation level:
- Putting Your Money to Work
- Living With the Land
- Working for the People

Exploration level:
- Planning
- Putting It All Together
- Getting Ready for Jobs
- The Career Fair

The program makes extensive use of examples from Indian culture to illustrate its concepts. For example, in the unit "From Idea to Product," the steps involved in building a cradleboard are described and analyzed, and then the equivalent steps in making a playpen, from lumbering to sales, are similarly discussed. This approach

serves the purposes both of cultural relevance and of economic education. The program utilizes career clusters as reference points in describing careers.

Instructional units are divided into activities which can take from one day to one week of class time. Each activity contains several exercises, which may be readings of various lengths, projects, review questions, etc. Each has a teacher's guide with objectives, unit descriptions, time estimates, materials list, teaching suggestions, and a unit test. The curriculum guide also discusses traditional Indian teaching methods, the Indian learner, the problem of language, work groups, and other aspects of the Indian student in this program, as well as more general aspects of career education implementation.

Though these materials are aimed at junior high and ninth grade levels, suggestions for adapting them for lower or higher grades are provided. Reading level is aimed at 4th-5th grade.

Cost of the units is $60 for a complete set including curriculum guide. Student materials must be reproduced from masters in the units. Necessary supplies and equipment vary widely depending on degree of implementation. Teachers need no specific skills other than normal teaching skills, but an Indian teacher or Indian aide working under teacher supervision is thought by program developers to be desirable.

An evaluation report is available.

Contact: For ordering -- Ann Sarmento
Far West Laboratory for Educational Research and Development
1855 Folsom St.
San Francisco, CA 94103
(415) 565-3000

For more information -- Diane Studebaker
Same address and phone

Title: Native Artisan Program

Skill Areas: Job getting and maintaining skills
Job areas
1. Small business management
2. Leathercraft
3. Silversmithing
4. Weaving

Indian Enrollment: In 1976-77, 20 Indian students of various tribes were enrolled in this program. 2 were ages 15-19; 18 were over 19; 12 were female.

Setting: Private postsecondary vocational school

Program Description: This program began operating in January 1975 at the Mid-America All Indian Center. The program was funded by Balance of State CETA Title I. The program has three components: basic business skills, including accounting, marketing, salesmanship, job interviewing and resume writing, and employer-employee relationships; Indian culture; and art vocations, specifically leathercraft, silversmithing, and weaving.

The program uses various types of textbooks in the business topics; in the cultural and arts areas, however, most instructional materials are teacher-developed. Films and slide/tape cassette presentations are also used. Slide/tape presentations of the projects of former students are used to teach some skills to current students. All materials are individualized, modularized, and based on written objectives.

The program uses three teachers, one for each component, with the business teacher teaching half-time. All teachers are Indians. No teaching certificate is required.

The program uses an open entry/open exit approach, but lasts 9-12 months if the student completes all components. Average annual cost per student of operating the program is about $2,500, with supplies constituting half of this.

Program evaluation information is available from the contact person.

Contact: Jerry L. Aday
Mid-America All Indian Center
650 No. Seneca
Wichita, KS 67203
(316) 262-5221

Title: Navajo Project Training Component

Skill Areas: Job awareness skills
Job getting and maintaining skills
Job areas
1. Pipefitting welding

Indian Enrollment: In 1976-77, 25 Navajo students were enrolled in this program. All were over 19; none were female.

Setting: Regional Vocational Center

Program Description: This program, which began operating in January 1974, prepares trainees to qualify as certified pipefitter welders. If qualification is accomplished, the trainee is indentured into the union as an apprentice, though at a journeyman rate of pay. Placement is guaranteed.

Instructional materials used include all apprentice and journeyman training material related to pipefitting, available from the National Joint Steamfitter-Pipefitter Apprenticeship Committee, Washington, DC. Welding instructional materials are individualized; all materials are modularized and based on stated objectives.

Equipment used includes welding machines, beveling machines, oxyacetylene torches, electric disc grinders, a hydraulic bending jig, various thicknesses of pipe, welding electrode, and tungsten electrode. All these are widely available.

Two teachers are used in this program. They must have a complete general knowledge of the pipefitting trade and welding and must be certified journeymen. One secretary with bookkeeping and office skills is also needed.

This program lasts 15 months and occupies 2,500 hours of instruction. Annual average cost per student of operating the program is $11,808. Annual average cost of supplies is $980.

Contact: Herbert Hardin or Wayne Marker
PO Box 895
Window Rock, AZ 86515
(602) 871-4941 ext. 551

Title: Title IV Part A Indian Education, Navajo Silversmithing and Weaving

Skill Areas: Job awareness skills
Job planning skills
Job getting and maintaining skills
Job areas
1. Silversmithing
2. Weaving

Indian Enrollment: In 1976-77, 73 Navajo students were enrolled in this program. 69 were ages 15-19; 4 were over 19; 35 were female.

Setting: High School

Program Description: The silversmithing program began in August of 1973 and the weaving program in August of 1976. Both programs are basically "hands-on," with only about 5% of the time spent in lectures. Weaving is taught exclusively in Navajo; silversmithing is taught bilingually. Parents are involved in program decisions via the Indian Education Committee, and aspects of Navajo culture are utilized in teaching courses.

Instructional materials used include the following books: Weaving, put out by the Western Publishing Co.; Turquoise by Oscar Bronson; Southwestern Indian Arts and Crafts by Roy Manleg; Turquoise Treasures by Spencer Gill; and American Indian Art by Thomas Buffaloe. Materials used include silver and turquoise, available from wholesalers, and wool, available from the Alamo Reservation, plus locally available natural dyes. Some commercial yarn is also used. Students need to complete 7 silversmithing projects or 3 weaving projects to be proficient in each area.

The manner of presentation of these instructional materials is individualized, modularized, and based on objectives, though the written materials themselves are not. No special equipment is indicated. Two teachers and one aide are used in these programs. All must be skilled Navajo craftspeople in silversmithing and weaving.

Annual average cost per student of operating this program is $1,038; annual average cost per student of supplies only varies from $3 to $8 for the weaving program and from $8 to $15 for the silversmithing program. Each program lasts two semesters at 1 hour per day.

A program evaluation by Southwest Research Association, Albuquerque, New Mexico is in progress, not completed as yet.

Contact: Angela Crum, Federal Program Coordinator
Magdalena Municipal School
PO Box 24
Magdalena, NM 87825
(505) 854-2531

Title: Occupational Training Programs

Contact: Dr. James Privett, Director
American Indian Satellite Community College
Box 752
Winnebago, NE 68071
(402) 878-2414

Skill Areas: Job areas
1. Teacher aide
2. Construction building
3. Farming (gardening)
4. Food processing
5. Forestry

Indian Enrollment: In 1976-77, 107 students of the Winnebago, Omaha, and Santee Sioux tribes were enrolled in these programs. Five were aged 15-19 and 102 were over 19. 85 were females.

Setting: All at a community junior college, plus some training in high schools (teacher aide training), on-the-job (forestry, teacher aide, and building construction training), and regional vocational centers (forestry and building construction training).

Program Description: These programs, which all began in 1975, all concentrate on actual experiences in vocational activities as the core of the training. Two programs, building construction and forestry, incorporate part- or full-time work release periods. The teacher aide training incorporates time working as a teacher aide for credit; completion of the course results in the A.A. degree.

No instructional materials are indicated. In only one program, food preservation, is it indicated that materials are individualized, and this applies primarily to the "hands-on" experiences. The only special equipment noted, a fully-equipped canning center, is also for this program.

One administrator is necessary for all these programs, but number and qualifications of teachers differ. Two teachers are needed in the food preservation program; these must have at least A.A. degrees and excellent experience in methods of food preservation. The teacher aide program requires five teachers with at least M.S. degrees. The gardening program requires two teachers with at least A.A. degrees and ability to garden as shown by experience. The forestry program requires five teachers with B.S. or, preferably, M.S. or Ph.D. degrees in a specialized field. The building construction program requires six teachers with vocational degrees in building construction and the ability to teach building construction as shown by experience.

The food preservation program lasts 3 months, and occupies 6 hours per week; annual average cost per student of operating the program is $450 and of supplies is $350. The teacher aide program lasts 2 to 3 years at 40 hours per week; annual average cost per student of operating the program is $500 and of supplies is $50. The gardening program lasts 3 months and occupies 6 hours per week; annual average cost per student of operating the program is $450 and of supplies is $350. The forestry program occupies 40 hours per week for three years; average annual cost per student of operating the program is $7,000 and of supplies is $500. The building construction program occupies 40 hours per week for 3 years; average annual cost per student of operating the program is $7,000 and of supplies is $700.

The food preservation program will have a program report available at the end of the year.

Title: San Juan High School Student Resource Center

Skill Areas: Job awareness skills
Job planning skills
Job areas
1. Silversmithing

Indian Enrollment: In 1976-77 about 100 students of the Navajo and Ute tribes were enrolled in classes using the Student Resource Center. All were ages 15-19; about 15% were females. 114 students of these tribes were enrolled in silversmithing classes.

Setting: High school

Program Description: The Student Resource Center serves all classes at the high school and contains career information as well as other types of resources. It makes use of simply written materials and audio visual presentation of information.

Instructional materials used include the Occupational Exploration Kit and Kuder Interest Inventory from Science Research Associates. Also used is the filmstrip series KEYS which accompanies the Kuder. Where Do I Go From Here With the Rest of My Life? is used, and also the College View Deck. Diagnostic instruments; counseling, interest and aptitude tests; student records; academic, self-concept, and vocational tests; and small group meetings are used in the Center to help individual students plan their futures. Some teacher-made materials are used as well. All are individualized, modularized, and based on written student objectives.

Equipment needed includes film and slide projectors and tape cassettes. One teacher staffs the Student Resource Center, and one counselor is available half-time for work with students. The teacher and counselor both need state certification; the teacher, preferably, should have a vocational certificate.

Annual average cost per student of operating the program is $800; annual average cost per student of supplies only is $25.

The silversmithing program is locally developed. It is based on Navajo culture and is fully individualized. Materials are written at the fourth grade reading level. The teacher is certificated (through this is not essential) and is himself a qualified silversmith.

Contact: Steve Keele, Counselor
San Juan High School
Blanding, UT 84511
(801) 678-2911

Title: Sophomore Career Mini Course

Skill Areas: Job awareness skills
Job planning skills
Job getting and maintaining skills
Job areas
1. Auto repairs and mechanics
2. Building construction
3. Restaurant staffing
4. Metal working
5. Welding
6. Bookkeeping
7. Secretarial work
8. Child care

Indian Enrollment: In 1976-77, 160 students of ages 15-19 at the sophomore grade level were enrolled in this program. These represented 20-30 Plains and Woodland tribes. The number of females was not indicated.

Setting: High School

Program Description: The mini-course program began in August, 1976. This is a career education program and is taught separately from classes listed above under "Job areas."

The mini-course attempts to increase career awareness and information of all 10th grade students. It is composed of a series of 9-15 classroom period courses on different types of careers. These are:

1. Marketing - retail
2. Homemaking - consumer services
3. Health - medical - environmental
4. Art - fine arts - communications
5. Business and office careers
6. Agri-business - natural resources
7. Helping professions (public and personal services)
8. Transportation
9. Manufacturing - construction

The sophomore class is divided into 9 small groups which rotate through all 9 courses during the year. This method allows for immediate evaluation and restructuring of each mini-course when needed. Approximately once a week all small groups meet together to view a career-related film. Daily attendance is mandatory and students must make up work they have missed in order to keep up with the group. An extensive library of occupational and career information books, games, slides, and viewers helps students in research and make-up work.

No specific instructional materials were indicated. Teachers use presentations of material from their own backgrounds, books, brochures from technical schools and colleges, film, guest speakers, materials and/or procedures of occupations, and other methods. Pre-tests and post-tests are used to evaluate student improvement.

Some materials are individualized and all are based on stated objectives; none are modularized, however.

Equipment needed is mostly audio-visual. No special equipment is mentioned. Nine teachers are used in the program. They are regular classroom teachers with, preferably, backgrounds in the career areas they teach. They are responsible for day-to-day presentations and materials used in their mini-courses. No teacher aides or counselors are essential to the program.

No additional program costs are incurred except for filmstrips, tapes, etc. No consumable supplies are used except paper and pencils. The program meets for 45 minutes 5 days a week for one school year.

Indian culture, Indian history, and tribal government are offered as part of the standard school curriculum, in addition to the mini-courses, vocational courses, and academic and general education courses.

Contact: Vance Sneve
Flandreau Indian School
Flandreau, SD 57028
(605) 997-2451

Title: Vocational Agriculture

Skill Areas: Job awareness skills
Job planning skills
School performance skills
Job getting and maintaining skills
Job areas
1. Production of sheep by-products
2. Small business management
3. Farming
4. Stock raising
5. Metal working
6. Welding

Indian Enrollment: In 1976-77, 43 Navajo students ages 15-19 were enrolled in this program. Seven were female.

Setting: High School

Program Description: This program began in September, 1976. It focuses on various welding techniques being used in the mechanical and construction fields, but is in the process of developing and integrating units teaching a broader range of skills in managing the limited land, water, and animal resources of the area.

Instructional materials used include Vocational Agricultural Curriculum Guides Volumes 1 and 2, available from New Mexico State University of Las Cruces. These materials are not individualized, but they are modularized and based on stated objectives.

One teacher is needed to implement this program, who should be certified in production agriculture and proficient in welding, farm and ranch management, mechanics, and youth leadership skills. This person should also have work experience in agriculture or agri-business.

The program spans four years and occupies 360 hours per year.

It should be noted that the units of study now being developed will attempt to move from classroom experience to actual field experience. An animal-land laboratory is proposed as part of the new curriculum.

Contact: Bruce Bartsch
Crownpoint School
Crownpoint, NM 87313
(505) 786-7174

Title: Vocational Agriculture and Mechanical Agriculture

Skill Areas: Job areas
1. Engine maintenance and repair

Indian Enrollment: In 1976-77 seven Navajo students were enrolled in this program. Al were aged 15-19; one was female.

Setting: High school

Program Description: This program began operating in August 1973. Approximately one-third of classtime is spent on theory of engines and related skills; about one-half time is spent in hands-on experience; and the rest of the time is a combination.

Instructional materials include Small Engines by Ted Pipe, available form the Kansas City Engine Service Association; Mechanic's Training Manual, available from Briggs-Stratton; curriculum guides from the Mid-America Vocational Curriculum Consortium, available from the State Department of Education; and teacher prepared materials and visual aids. The curriculum guidelines are all individualized, modularized, and based on written objectives. No special equipment or supplies are necessary.

One teacher is required for this program, who must have a high school diploma, 5 years experience, and competence in the trade. Twelve hours of teacher training credits must be acquired to qualify for a 5-year certificate.

Annual average cost per student of operating the program is about $600; annual average cost of supplies only is $50. The program lasts 2 semesters and occupies 360 hours.

An evaluation report on this program is available from the Dean of Vocational Education, New Mexico State University, Farmington, NM.

Contact: Ben Hackney
Kirtland Central High School
4601 College Blvd.
Farmington, NM 87417
(505) 598-5533

Title: Zuni Training Center

Contact: Hayes Lewis, Director
Zuni Learning Center
PO Box 339
Zuni, NM 87327
(505)782-5630

Skill Areas: School performance skills
Job getting and maintaining skills
Job areas
1. Accounting
2. Pottery making
3. Bookkeeping
4. Secretarial work
5. Shorthand

Indian Enrollment: In 1976-77, 60 Indians of the Zuni, Navajo, and Laguna tribes were enrolled in this program. 48 were ages 15-19; 12 were over 19, and 45 were female.

Setting: Zuni Tribal Building

Program Description: This program began operating in September, 1976. The program emphasis is to provide alternative learning possibilities for Zuni youth who cannot or will not attend the public school, based on an individual's learning needs or desires.

Experiences and courses are usually constructed for individuals or for small groups. Students are enrolled in the public schools but are assigned to the program for their learning instruction. The program operates a full day schedule and also night courses. The emphasis is to provide educational services that result in observable gains in literacy and job-related skills among Zuni adults and to assist them to more effectively cope with the changing economic and social conditions on the reservation. It has four components:

1. The G.E.D. Program involves individual instruction and tutoring to students in preparation for taking the State G.E.D. Examination. The instructors are certified by the State of New Mexico, Adult Education Division.

2. Business Education involves courses in job-related business skills: bookkeeping, typing, and shorthand; secretarial office procedures; employer-employee relations, including interview techniques and how to apply for jobs; and orientation courses for newly hired secretaries.

3. Consumer Education and Life Coping Skills involves mini-courses in comparative shopping, banking services, income tax preparation, voting rights and responsibilities, legal issues, and family budgeting.

4. Basic Literacy and Mathematics involves individualized instruction in basic reading, writing, and math survival skills in the home environment.

Instructional materials utilized are largely at the instructor's discretion. Most of the materials are individualized. Materials in the GED preparation program are based on stated objectives, and materials in accounting, typing, and shorthand classes are modularized.

Six teachers, 4 teacher aides, and 2 counselors are used in these programs. Teachers must be state-certified.

Annual average cost per student of operating this program is $1,750. Annual average cost per student of supplies only is $79. The average student spends three 9-week sessions in a program.

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SURVEY OF VOCATIONAL EDUCATION AND RELATED PROGRAMS DESIGNED FOR INSTRUCTION OF AMERICAN INDIANS

PROGRAM DESCRIPTION FORM

TITLE OF PROGRAM: _____

LOCATION (CITY AND STATE): _____

MAILING ADDRESS (IF DIFFERENT): _____

MONTH AND YEAR INSTRUCTION OF STUDENTS BEGAN IN THIS PROGRAM: _____

PERSON TO CONTACT FOR MORE INFORMATION: _____

TELEPHONE NUMBER: (____) _____
area code

Developed by the Youth Development Research Group of the American Institutes for Research on a project with the Department of Education, Navajo Nation, Window Rock, Arizona, under support by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963, May 1977.

1. Purpose of Program

Check all that apply to this one program.

____1. Job awareness skills (for example, knowing about many different jobs, knowing about one's own abilities and interests, knowing job salary levels, etc.)

____2. Job planning skills (for example, deciding what job to seek, planning an appropriate high school program, finding the most effective kind of job training, finding agencies which can help in placement, etc.)

____3. School performance skills (for example, improving communication skills in one or more languages, performing basic math and science skills, studying more effectively, dealing with negative feelings about school, etc.)

____4. Job getting and maintaining skills (for example, looking for appropriate job openings, filling out job applications, participating in job interviews, getting to work regularly, getting along with co-workers, influencing the work environment, etc.)

____5. Job areas (actual vocational skills). Use the following list to identify the area of job skills taught, or specify a different area under "other."

___Road construction
___Law
___Production of sheep byproducts
___Homemaking
___Banking
___Hotel management
___Electronics
___Small business management
___Selling
___Radio and TV repairs
___Auto repairs and mechanics
___Laundry cleaning
___Janitorial services
___Accounting
___Architecture
___Building construction
___Food processing
___Farming
___Forestry work
___Stock raising
___Restaurant staffing
___Cashiering
___Leathercraft
___Baking
___Silversmithing
___Metal working
___Welding
___Weaving
___Pottery making
___Medical assisting
___Nursing
___Doctor
___Teaching
___Teacher assisting
___Dental assisting
___Cosmetology (beautician work)
___Sawmill work
___Bookkeeping
___Secretarial work
___Other (specify) _____
_____
_____

2. Target Population

a. How many students were enrolled in this program in the last full school year of operation? _____

b. How many of these students were Indians? _____

c. What tribes were these Indians members of? _____

d. Approximately how many Indian students were: Ages 15-19 _____

Female _____ Over 19 _____

3. Setting

Where is this program taught?

____High school

____Community or junior college

____On-the-job training

____Regional vocational center or area skills center

____Private vocational school

____Other (specify) _____

4. Materials Used

a. Please list the major books or other written, visual, or audio materials which are used in this program. Note whether they are available for use by others and from whom (for example, "commercial," "district," "teacher-prepared," or other comment).

Most essential instructional materials:	Available from:
1.	
2.	
3.	
4.	

Continue if necessary:

b. Are any of these materials:

____Individualized (designed to be used at each student's own pace)?

___Yes ___No If yes, which materials? _____

_____

____Modularized (divided into instructional units which may be used independent of other units if the student's previous background is sufficient)?

____Yes ____No If yes, which materials? _____

_____

____Objectives-based (contain written student objectives and methods of determining when students have met those objectives)?

____Yes ____No If yes, which materials? _____

_____

5. Equipment and Supplies Used

a. Please describe any special equipment used in this program which is not ordinarily used in similar programs.

b. Please describe any special supplies used in this program which are not ordinarily used in similar programs.

c. Is there any reason special equipment or supplies might not be available to other school districts wishing to make use of them? Please explain.

6. Staff

a. How many staff members are needed in this program?

____Teachers ____Teacher aides ____Counselors

____Others (specify) _____

b. What skills are required by staff members in this program?

Teachers _____

_____

Teacher aides _____

_____

Counselors _____

_____

Others (specify) _____

_____

c. What are minimum hiring requirements for each position? (If a credential is required, indicate education and experience required to obtain that credential.)

Teachers _____

_____

Teacher aides _____

_____

Counselors _____

_____

Others (specify) _____

_____

7. Costs

a. What is the annual average cost per student of operating this program?

_____

b. What is the annual average cost per student of supplies only in this program?

_____

8. Length of Program

a. How many clock hours of instruction does an average student spend in this program?

_____

b. How many semesters, months, or years does an average student spend in this program?

_____

9. Program Characteristics

a. Please describe briefly the major features of this program (types of instructional activities used with students, teaching methods used, proportion of the program which is "hands on" experience, etc.).

b. Please describe any special features of this program (for example, taught bilingually or in an Indian language, extensive counseling employed or needed, makes use of aspects of one or more tribal cultures, etc.) if you have not already mentioned these.

10. Program Documentation

We would like to obtain copies of any reports or studies that have been done on this program. Could you send us:

a. Program descriptions or reports? ____We have none ____Enclosed
____Coming under separate cover ____Available through (specify) _____
_____

b. Program evaluations? ____We have none ____Enclosed
____Coming under separate cover ____Available through (specify) _____
_____

11. Comments

Are there any other comments you would like to make on this program?